

## STATE IMPROVEMENT GRANT

THIS SECTION INCLUDES THE ACTUAL TEXT FROM THE MONTANA STATE IMPROVEMENT GRANT (SIG) THAT WAS AWARDED DURING THE SPRING OF 2000 FOR A PERIOD OF FIVE YEARS. THIS MATERIAL WILL HELP EXPLAIN THE RELATIONSHIP BETWEEN CSPD AND THE SIG.

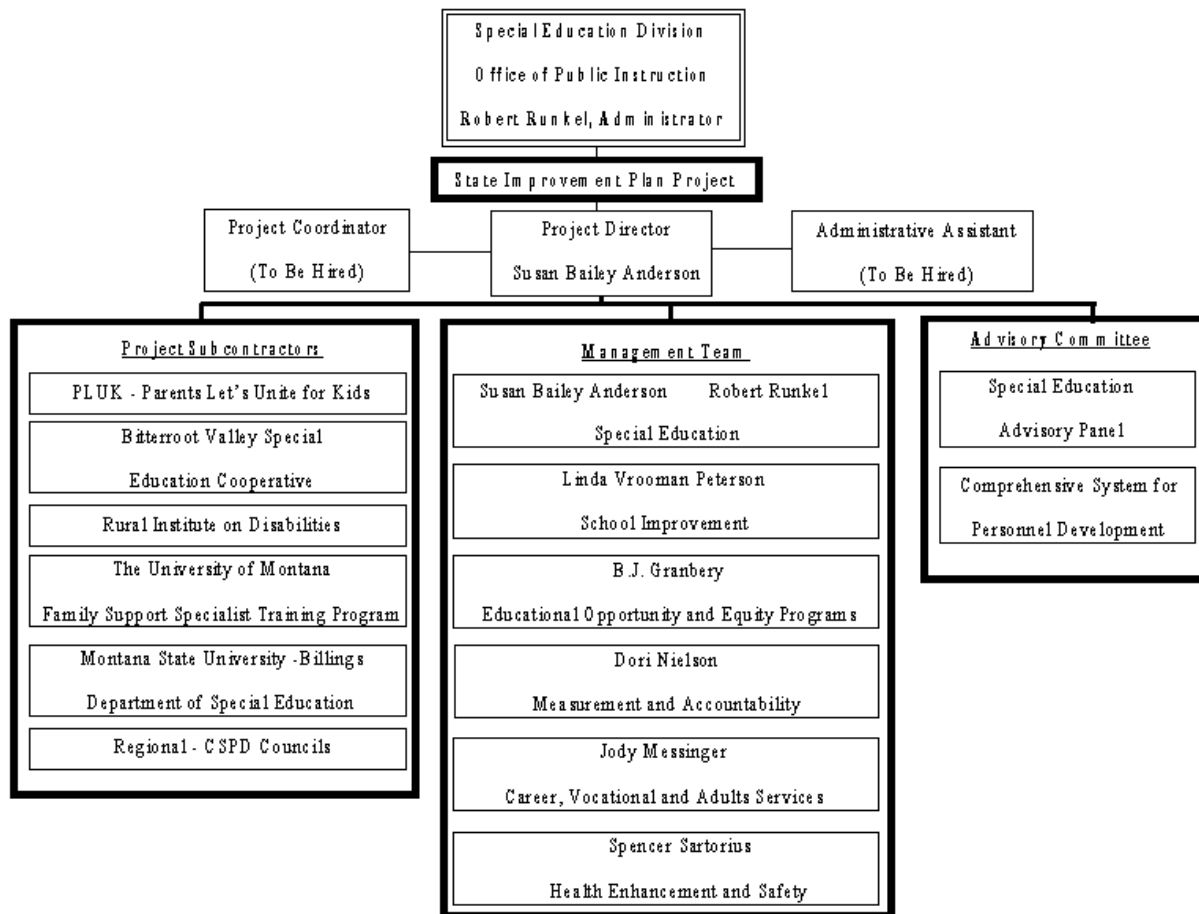
# **Excellence for All**

## **Montana Initiative for School Improvement**



## **Montana's State Program Improvement Grant**

**December 15, 1999**

**FIGURE 2. Organizational Structure for the Project**

Initiative Teams (I-Teams) will be established for related objectives within each of the project's three goal areas. The Special Education Administrator and Project Director will finalize the membership of each I-Team, drawn from the agencies and groups that have been identified as collaborating partners. Table 9 identifies partners responsible for planning, implementing and evaluating each of the project's objectives. Each I-Team will establish their own meeting schedule and conduct their efforts in accordance to the project's management system (p. 72). The Project Coordinator and Project Director will divide liaison responsibilities with the I-Teams, such that each I-Team has an OPI contact person that serves as a conduit to the Project's management team.

Contracts with collaborating partners will be established, developed, and monitored according to the guidelines set in place for the Office of Public Instruction. Table 8 in the previous section delineates key contractual partners and the specific initiatives with which they will be associated. The Budget Narrative includes information about the fiscal arrangements for each collaborating partners.

Representatives of the Special Education Advisory Panel and Montana's State CSPD will form a joint Advisory Committee for the project (See section 6.2, p. 79, Appendix H and Table 6 in Section 3 for additional detail). The Project Director will meet with the Advisory Committee quarterly to seek their counsel and advice on the project goals, objectives and activities, and to involve them in implementing project activities through the schools, universities, organizations and agencies they represent.

### Management System

The project, including the Management Team, I-Teams, and contractors, will use a management system based on Hinrichs and Taylors (1969) Planning-Programming-Budgeting System (PPBS) to monitor the project's accomplishments and expenditures. The PPBS has proven to be an effective tool for continuous managerial performance feedback and oversight for daily management and decision-making. It facilitates effective project management at all project levels and promotes ongoing project evaluation so activities and resources (fiscal and personnel) can be redirected when needed. The project's evaluation system (see Section 7) is built into and facilitates the effectiveness of the PPBS for project management and helps to ensure ongoing feedback and

continuous improvement of project operations. Steps in the PPBS are as follows: **1)** Project objectives are specified, analyzed, and based on the project's goals. **2)** Activities are analyzed and specified for each objective. Alternatives and *budgets* for accomplishing objectives are explored to determine effective and economical methods for achieving the goals. Preferred combinations are selected as project activities. *Project personnel determine responsibility assignments for activities and establish timelines.* These activities, responsibility assignments, and timelines guide project implementation and become the basis for determining performance status, and providing feedback for continuous improvement. Activities may be added, redefined, or dropped if project evaluation indicates alternative action is required. **3)** Implementation of project goals, objectives and activities is initiated and monitored weekly through project meetings and individual reporting. Minor adjustments are made and communicated across project personnel; **4)** Quarterly progress checks evaluate program status and accomplishments by **a)** monitoring status of activities planned and completed, activities scheduled but not completed are evaluated to determine appropriate actions; **b)** determining the percentages of activities in progress or accomplished; and **c)** monitoring the timelines of each implemented activity, reallocation of resources/budget will occur if necessary, and the progress reports will help determine if corrective management is necessary. **5)** Recommendations from the above evaluation component are communicated across project personnel-partners and implemented. Project activities that continue unchanged, loop again through Components 3, 4 and 5 (above). If activities/timelines need to be modified, the loop will begin at Component 2 (above) and loop through Component 5.

The PPBS will also serve as the vehicle to evaluate, with project personnel and partners, the project's goals, objectives, activities and budget at the beginning of each project year. This will ensure that the project remains responsive to the steps necessary to accomplish the goals and outcomes. The PPBS provides the mechanism to ensure that information and feedback is communicated across all project partners, and is designed to promote continuous improvement in project operations. The project's goals, objectives, and outcomes are delineated in Section 3.1 of this narrative. The specific activities, timelines, and responsibility assignments can be found in Appendix K.

### Responsibilities and Timelines

Table 9 displays the project's goals, objectives, responsibility assignments and timelines. Responsibility assignments are coded: **PD** - Project Director, **PC** - Project Coordinator, **MT** -Management Team, **IT** - Initiative Teams, **AC** - Advisory Committee, **CSPD** - Comprehensive System for Personnel Development, **RCSPD** - Regional Comprehensive System for Personnel Development, **PLUK** - Montana's Parent Training and Information Center, **MUS** - Montana University System, **LEA** - Local Education Agency. Timelines are designated with the start date for the first year and marked for each year activities for the objective continue to be implemented. Appendix K provides a list of detailed activities for each goal and objective, projected timelines for the activities, and responsibility assignments.

**Table 9: Project Goals, Responsibility Assignments, and Timelines by Years**

| <b>Goal 1: Standards-Based Reform.</b> Personnel and policy makers responsible for the education of students with disabilities will work as partners with general educators in the development, implementation, and continued refinement of Montana's school reform activities at the state and local levels. |  |                                       |              |      |              |
|---|--|---------------------------------------|--------------|------|--------------|
| Objectives for Goal 1   |  | Responsibility and Timelines by Years |              |      |              |
| 1.1 Use multiple methods to assist educators in aligning local curricula and instructional practices to state standards, demonstrating their applicability to the learning needs of students with identified disabilities.  |  | PD, PC, MT, IT, AC, CSPD, RCSPD, LEA  |              |      |              |
|   |  | 2000                                  | 2001<br>1/15 | 2002 | 2000<br>2001 |
| 1.2 Provide assistance and training to LEAs to ensure that the needs of students with disabilities are being addressed in school improvement initiatives.   |  | PD, PC, MT, IT, AC, CSPD, RCSPD, LEA  |              |      |              |
|   |  | 2000<br>10/1                          | 2001         | 2002 | 2003<br>2004 |
| 1.3 Clarify requirements and improve current levels of practice regarding the involvement of students with disabilities in statewide assessments.   |  | PD, PC, MT, IT, AC, CSPD, RCSPD, LEA  |              |      |              |
|   |  | 2000                                  | 2001<br>1/15 | 2002 | 2003<br>2004 |
| 1.4 Provide assistance and training to LEAs to  |  | PD, PC, MT, IT, AC, CSPD, RCSPD, LEA  |              |      |              |

**Goal 1: Standards-Based Reform.** Personnel and policy makers responsible for the education of students with disabilities will work as partners with general educators in the development, implementation, and continued refinement of Montana's school reform activities at the state and local levels.

|  |                                      |              |      |      |      |
|--|--------------------------------------|--------------|------|------|------|
| ensure that students with disabilities are involved in statewide assessment systems.   | 2000                                 | 2001<br>1/15 | 2002 | 2003 | 2004 |
| 1.5 Establish clear expectations for improved achievement for students with disabilities relative to the general education curriculum.   | PD, PC, MT, IT, AC, CSPD, RCSPD, LEA |              |      |      |      |
|  | 2000                                 | 2001<br>2/1  | 2002 | 2003 | 2004 |
| 1.6 Develop an integrated management information system that brings together data collected by general education, special education, and vocational education divisions of the Office of Public Instruction. | PD, PC, MT, IT, AC, CSPD, LEA        |              |      |      |      |
|  | 2000                                 | 2001<br>3/1  | 2002 | 2003 | 2004 |
| 1.7 Link monitoring practices to the school improvement process, supporting LEAs in their efforts to use accountability data to evaluate school performance and identify areas in need of improvement.       | PD, PC, MT, IT, AC, CSPD, LEA        |              |      |      |      |
|  | 2000<br>8/1                          | 2001         | 2002 | 2003 | 2004 |

| <b>Goal 2: Improved Outcomes for Students with Disabilities.</b> General and special educators, families, and other agencies that support young children and students with disabilities will collaborate to efficiently use resources and align efforts to improve outcomes for students with disabilities. |  |                                       |      |      |              |
|---|--|---------------------------------------|------|------|--------------|
| Objectives for Goal 2   |  | Responsibility and Timelines by Years |      |      |              |
| 2.1 Coordinate information dissemination, technical assistance, and training efforts to focus on improved transition planning for students with disabilities.   |  | PD, PC, MT, AC                        |      |      |              |
|   |  | 2000<br>8/1                           | 2001 | 2002 | 2003<br>2004 |
| 2.2 Support interagency collaboration at the state and local level to make available necessary services and supports for students with disabilities and their families.   |  | PD, PC, MT, AC, CSPD, RCSPD, LEA      |      |      |              |
|   |  | 2000<br>8/1                           | 2001 | 2002 | 2003<br>2004 |
| 2.3 Support the replication and refinement of a collaborative model to deliver school-based mental health services to students with emotional support needs.  |  | PD, PC, IT, AC, CSPD, RCSD            |      |      |              |
|   |  | 2000<br>11/1                          | 2001 | 2002 | 2003<br>2004 |
| 2.4 Investigate the fiscal and programmatic feasibility of a Low Incidence Support Team to provide on-site technical assistance and training in dealing with the unique needs of students who “stress” the system.  |  | PD, PC, IT, AC                        |      |      |              |
|   |  | 2000<br>1/15                          | 2001 | 2002 | 2003<br>2004 |

|   |                              |  |      |      |      |
|---|------------------------------|--|------|------|------|
| <b>Goal 2: Improved Outcomes for Students with Disabilities.</b> General and special educators, families, and other agencies that support young children and students with disabilities will collaborate to efficiently use resources and align efforts to improve outcomes for students with disabilities. |                              |  |      |      |      |
| 2.5 Strengthen the infrastructure of the regional CSPD Councils, supporting them in their efforts to identify and respond to priority professional development needs within their regions.  | PD, PC, IT, CSPD, RCPD, PLUK |  |      |      |      |
|   | 2000<br>8/1                  | 2001   | 2002 | 2003 | 2004 |
| <b>Goal 3: Personnel Retention/Recruitment and Professional Development.</b> Schools across Montana will be staffed with a sufficient number of trained personnel to provide special education and related services to students with disabilities.  |                              |  |      |      |      |
| <b>Objectives for Goal 3</b>  |                              | <b>Responsibility and Timelines by Years</b> |      |      |      |
| 3.1 Implement collaborative agreements with personnel preparation programs in other states to alleviate shortages in the areas of related services and educational interpreters.  | PD, PC, MT, IT, AC, MUS      |  |      |      |      |
|   | 2000<br>8/1                  | 2001   | 2002 | 2003 | 2004 |
| 3.2 Collaborate with institutions of higher education to increase opportunities for a planned course of graduate study that furthers professional development and lifelong learning for teachers.   | PD, PC, MT, IT, AC, MUS      |  |      |      |      |
|   | 2000<br>10/1                 | 2001   | 2002 | 2003 | 2004 |
| 3.3 Collaborate with institutions of higher   | PD, PC, MT, IT, AC, MUS      |  |      |      |      |

| <b>Goal 3: Personnel Retention/Recruitment and Professional Development.</b> Schools across Montana will be staffed with a sufficient number of trained personnel to provide special education and related services to students with disabilities. |                                       |      |      |      |      |
|--|---------------------------------------|------|------|------|------|
| Objectives for Goal 3  | Responsibility and Timelines by Years |      |      |      |      |
| education to provide new mechanisms and approaches to increase the ability of general educators to respond to the needs of students with disabilities.   | 2000<br>10/1                          | 2001 | 2002 | 2003 | 2004 |
| 3.4 Address barriers to the recruitment of special education teachers through changes in certification requirements.   | PD, PC, MT, IT, AC                    |      |      |      |      |
|  | 2000<br>3/1                           | 2001 | 2002 | 2003 | 2004 |
| 3.5 Collaborate with institutions of higher education to provide preservice training and ongoing professional development for personnel who work within the early intervention system.   | PD, PC, MT, IT, AC, CSPD, MUS         |      |      |      |      |
|  | 2000<br>8/1                           | 2001 | 2002 | 2003 | 2004 |